

HUNTINGTON BEACH CITY SCHOOL DISTRICT

REPORT TO THE COMMUNITY

AGNES L. SMITH SCHOOL

770 Seventeenth Street • Huntington Beach, CA 92648 • (714) 536-1469 • <http://www.hbcd.k12.ca.us>

Mike Andrzejewski, Principal

1999-00 School Year

MESSAGE FROM THE PRINCIPAL

As principal of Smith Elementary School, I have had the privilege to observe the teaching practices of our staff, the characteristics of our students, and the involvement of our community. Our teachers are on the cutting edge of teaching methodology, offering students unique and powerful learning experiences. Our students are well mannered, caring, and capable children with a focus on learning. Our community is sincerely interested and involved in helping the school move forward in a positive, meaningful manner.

In the spring of 1998, Smith was presented the California *Distinguished School Award*, one of California's most prestigious awards for excellence in education. We were chosen for our outstanding educational programs in a rigorous state-wide selection process that included an extensive written application and site validation by a state department team. To be eligible for this award, we were required to demonstrate an outstanding example of successful teaching and learning, high standards for all students, strong family and community involvement, partnerships with the business community, safe and clean school environments, and modern technology.

As you read this document, I hope you will gain a positive sense of what Smith represents. The School Accountability Report, to be issued annually by local school boards for each elementary and secondary school in the state, provides for parents and other interested people general information on a number of critical areas. Should you desire additional information, please contact the school office. We are proud of our distinguished programs at Smith and welcome your participation and involvement.

SCHOOL PROFILE

Agnes L. Smith School is located on the western edge of Huntington Beach, and is one of nine schools in the Huntington Beach City School District. Smith School provides a stimulating, quality educational program for 549 students in grades kindergarten through five.

Our dedicated staff includes 39 certificated teachers, 13 classroom aides, and 6 classified members, who are committed to creating and maintaining an environment where students can grow physically, emotionally and intellectually into healthy, contributing citizens.

Community involvement is very important at Smith School. Thousands of volunteer hours are recorded each year. The proceeds from many PTA fund-raising events during the 1998-99 school year supported important programs such as Outdoor Education, psychomotor lab, Meet the Masters program, vocal music program, and the implementation of new technology.

Our instructional program is also enhanced by senior citizens who volunteer in the classroom. In addition, approximately 50 Dwyer Middle School students choose to work in classrooms as one of their elective choices.

Child care programs are available before and after school through the YMCA, La Petite Academy, Boys' and Girls' Clubs.

The 1998 Orange County Racial and Ethnic Survey reported the composition of Smith School to be 86.6% White, 6.4% Hispanic, and 6.8% Asian students.

The Huntington Beach Educational Foundation, a joint business and educational partnership, provides funding for teacher mini-grants, classroom speakers and supplemental materials.

STUDENT ACHIEVEMENT

The table that follows displays the data from the formal assessment program used at Smith School. Performance results for the last three years are provided for each grade level. The **California Achievement Test** (1996-97) and the Stanford Achievement Test (1998), Ninth Edition, are individual student achievement tests that measure student performance in the areas of reading, language, and mathematics. The results are reported in national percentiles (NP), and represent the percentage of students whose scores fall below a given group's scale score. For example, a grade level NP of 65 means that group scored higher than 65% of the students in the norm group. The 50th percentile represents the "national average" at the time the test was normed; half of the norming sample scored above this point, and half scored below.

SMITH SCHOOL

Norm-Referenced Test Results • National Percentile Scores

	READING			LANGUAGE			MATHEMATICS		
	1997	1998	1999	1997	1998	1999	1997	1998	1999
Grade 2	50	58	67	59	66	71	59	67	71
Grade 3	70	65	68	72	66	66	77	66	67
Grade 4	62	71	72	74	75	73	65	70	71
Grade 5	61	71	71	71	72	77	62	66	77

To attain accurate and valid measures of educational progress, students really need multiple opportunities to demonstrate what they know and are able to do in the various disciplines of the school curriculum. In the Huntington Beach City School District, multiple measures are analyzed to determine whether a student is meeting, exceeding, or falling below rigorous grade level expectations. In language arts, student results on the Stanford Achievement Test (SAT/9) are combined with report card grades and performance on the District's Articulated Writing Program to determine the level of performance. Student achievement in mathematics is analyzed through examination of SAT/9 results, report card grades, and performance on a district-developed test administered at the end of the year. Since students in kindergarten and first grade do not take the SAT/9, other measures are in place to determine student performance.

EXPENDITURES PER STUDENT AND SERVICES OFFERED

In 1998-99, the Huntington Beach City School District spent \$5,075 per student for all educational services including classroom instruction, health and psychological services, administration, maintenance, transportation and categorical programs. Smith School spent a total of \$75,740 in categorical funding from SIP and EIA/LEP monies for instructional program improvement.

There is a before and after school child care program for school age children available at all elementary school sites. The Burke School Step-by-Step Early Learning Center provides child care for infants starting at six weeks of age.

CLASS SIZE

The average student/teacher ratio in Huntington Beach City School District is slightly below 24:1. An analysis of Smith School for the current year reflects a 21:1 ratio. The following is a distribution of class sizes by grade level at the Smith Elementary School.

	<u>Student/Teacher Ratio</u>
Kindergarten	19:1
First	19:1
Second	18:1
Third	18:1
Fourth	30:1
Fifth	27:1

The District reduced the class size to 20 in first grade for the 1996-97 school year, in second and third grades for the 1997-98 school year, and in kindergarten for the 1998-99 school year. At the present time all classes in kindergarten and grades 1, 2, and 3 are at 20 or below. School Improvement Programs allow the school to further reduce class size by hiring instructional aides to reduce the adult-student ratio. Parent volunteers help to further reduce this ratio.

Smith School is often selected by local universities as one of their teacher training schools. This tribute and honor provide us with quality student teachers who, as they are trained, assist their master teachers with their demanding daily teaching tasks.

TEACHER ASSIGNMENT

Under California law, teaching credentials for the elementary grades permit instruction across all subject matter areas in self-contained classrooms. Smith Elementary School has

experienced success with the assignment of teachers within their authorized areas. On many occasions, teachers with an expertise in a specific area team with other teachers to include their classes in lessons to provide new understanding and skills. Thirty-six percent of Smith's teachers hold Master's degrees.

CREDENTIALLED TEACHERS		
1997-98	34 1 emergency credential for special education	(97%)
1998-99	36 1 emergency credential for special education	(97.3%)
1999-00	28	(100%)

When a member of the regular staff is away from school, a credentialed substitute is provided. We have been fortunate to have the services of energetic and competent substitutes.

TEXTBOOKS & INSTRUCTIONAL MATERIALS

The instructional materials in each subject area are under continuous review. Once every seven years each subject area is formally reviewed by a curriculum committee composed of teachers, parents, and administrators. This review cycle is aligned with the State textbook adoption cycle and insures that instructional materials used by students are current. Each school in the District is equally represented on the curriculum committee.

The District curriculum committee recommends new textbooks in curricular areas to be purchased for all students in the District. Selection criteria are developed to insure that recommended textbooks are of high quality and aligned with the California State Frameworks, State Model Curriculum Guides and the District Student Outcome Statements. New textbooks are piloted in representative classrooms at each grade level and school in the District before a final recommendation is taken to the Board of Trustees for approval.

In the spring of 1996-97 a new reading/language arts program (Harcourt Brace "Signatures" series) was adopted by the District. This is our second year to implement this adoption.

The Smith School media/technology center is staffed by a library media technician who works cooperatively with classroom teachers to support the instructional program. The media/technology center is visited weekly by all students.

COUNSELING AND STUDENT SUPPORT SERVICES

Smith staff members see themselves as an essential part of the support system for students. The teachers, classified staff and principal join with the school psychologist, nurse, speech and language specialist, resource specialist, and librarian to ensure the well-being of students. Our school psychologist is on campus one and a half days a week. The school nurse and health aide attend to student care, health counseling and record keeping.

The Student Study Team meets on an average of once each week to discuss referred students. Strategies are discussed and plans are implemented to assist students to achieve success at school.

D.A.R.E., the D.A.T.E. program, and our Character Counts program assist our students in saying "No To Drugs" and making appropriate responses to peer pressure.

The PTA supports students by funding field trips, purchasing supplemental materials and equipment and assisting teachers both in and out of the classroom.

SUBSTITUTE TEACHERS

Our District maintains a list of more than 120 qualified substitute teachers which is composed of part-time teachers, retired teachers and aspiring full-time teachers. The District is proactive in maintaining competitive pay rates to provide an outstanding substitute staff. A recruiting effort is necessary throughout the school year to maintain an adequate pool. In addition, the substitute teachers are invited to participate in the District's staff development program for professional growth.

When a full-time teacher is absent from work for more than one day, every effort is made to maintain the continuity of the program, by keeping the same substitute in the classroom whenever possible.

SCHOOL FACILITY AND SAFETY

The Smith facility was built in 1959. There are 25 classrooms in the main building and 14 additional portable classrooms. Support facilities include a media/technology center, school library, special education classes and YMCA day care. Concerts and student programs are presented in the cafetorium.

These past three years Smith has updated its library. All books have been bar coded and an automated circulation system has been implemented. Our media center houses a twenty station Pentium computer lab that has Internet access. In the lab, students are also able to use our *Accelerated Reader* Program. This program allows students to track their independent reading and "test" their comprehension.

Cleanliness of the school campus and the safety of students are high priorities at Smith. During the current school year, \$8,846 has been allocated to provide for custodial supplies. All students receive instruction in home, school, and personal safety. Bike safety receives particular emphasis in grade 3. Our school wide discipline plan was developed to provide a safe and orderly environment for all students.

In the spring of 1997, sixty percent of Smith's parents responded to a survey conducted by the Smith School Site Council. Responses indicated strong support for our school, our staff and the instructional program. Parents feel comfortable contacting the school and feel that they are encouraged to become involved in the school program. Parents recognize that a variety of resources are used to enrich our school program. The staff's tremendous efforts to communicate with parents and students was acknowledged. Parents overwhelmingly responded that the school is a safe and orderly place for their child to be.

Smith has a comprehensive emergency plan ready for immediate use in the event of any disaster. We have developed a new business partnership with Huntington Beach Medical Center. They have generously donated many needed items to augment our emergency first-aid supplies, search and rescue equipment, water, and a portable communication system stored on campus. Students participate in fire, duck and cover, and evacuation drills on a regular basis.

TEACHER EVALUATION AND PROFESSIONAL IMPROVEMENT

The teacher evaluation process was adopted by the governing board in agreement with the Huntington Beach Elementary

Teachers' Association. Probationary teachers are evaluated yearly, while tenured teachers are evaluated once every two years. Each evaluation takes place in three phases: (1) in the Planning Phase, a pre-evaluation conference is held between the teacher and the administrator to develop educational objectives for the year; (2) in the Monitoring Phase, teachers are observed in the classroom and given a comprehensive review by the evaluator; and (3) in the Evaluation Phase, the administrator provides the teacher with a final evaluation. Each year, by policy, designated administrators are certified to the Board of Trustees by the Superintendent as sufficiently competent in instructional methodologies to evaluate teachers.

The District provides grade level, subject area, and special training opportunities for professional improvement. Teachers' professional growth is recognized through District newsletters and the School Board public recognition program. Three days are set aside annually for staff development. These days fall outside of the student calendar, ensuring that each student receives a minimum of 180 instructional days each year.

In addition, the "Beginning Teacher Support and Assessment" (BTSA) program provides support to teachers who are new to the teaching profession.

CLASSROOM DISCIPLINE AND CLIMATE FOR LEARNING

Student self-esteem is a priority at Smith School. Smith School promotes a positive learning environment through the following efforts:

- Monthly assemblies are held at which *Good Citizens* and *Accelerated Readers* are recognized and awarded.
- The earning of "*Super You's*" is an on-going program. After accumulating ten of these, the Principal visits the classroom and presents a *Principal's Award* to such students.
- In June, a student with no absences for the year, receives a *Perfect Attendance Award*.
- Fifth grade students receive the *Presidential Academic Fitness* year-end award for academic excellence.
- Participation in many *fine arts and academic contests*, such as: the Smith Art Fair, Reflections National Art Contest, spelling bees, book float contests, science fair and many other city and county contests.
- Participation in D.A.T.E., D.A.R.E., the drug awareness program, and our Character Counts program.

The Board of Trustees views students' homework as a valid learning time and a planned part of the curriculum. A policy was adopted to assist parents in helping their children carry out homework responsibilities. Total homework assignments in grades 4 and 5 should not exceed 45 minutes per day, nor exceed 4 days per week. In grade 3, homework should not exceed 25 minutes per day, nor exceed 4 days per week. Homework in grades 1 and 2 should not exceed 15 minutes per day, nor exceed 3 days per week.

A school-wide discipline plan has been established to provide an orderly environment at Smith School. This plan is shared with all parents. California Education Code and Board Policy specify reasons for which students may be suspended from school. During the past three years, there has been the following number of suspensions at Smith School: 2 (96/97), 3 (97/98), and 2 (98/99).

Communication is a vital link to a student's success at school. Teachers employ a variety of strategies to keep parents informed of the instructional program and of their child's progress. In addition, six school newsletters are sent home annually.

STAFF TRAINING AND CURRICULUM IMPROVEMENT

Parent surveys conducted in the spring of 1997 indicated strong support for Smith's instructional program. However, parents indicated they would like to see greater emphasis placed on technology and physical education. These areas are being addressed, as we continue to refine our school plan in all instructional areas.

Staff inservice activities in the focus areas are provided through the following means:

- West Orange County Consortium for Special Education
- West Orange County Teachers' Center
- District Curriculum Committees
- District-wide grade level meetings
- Inservice classes provided for classified staff
- Presentations provided District-wide and at Smith School
- Seminars

In addition, district mentor teachers provide on-site presentations and centrally located district workshops which support the instructional program.

QUALITY OF INSTRUCTION AND LEADERSHIP

The leadership in our school is knowledgeable and supportive. The parents and teachers are encouraged to take an active role. There is a school site council consisting of teachers and parents that oversees the School Improvement Plan. This council establishes goals, monitors the school plan and makes suggestions regarding budget.

At the start of each school year, parents are given a printed copy of their rights to be treated equitably under the law on matters that affect the education of their children.

Procedures are established to carefully identify students of limited-English proficiency. The major goal is to provide primary language support and to transition these students to receive English language instruction as quickly as possible.

INSTRUCTIONAL MINUTES

The following is the schedule of instructional time for students in the Huntington Beach City School District for the year ending June 30, 1999:

Grade Level	1998-99	1998-99	Status
	Minutes Offered Requirement	Actual Minutes Offered	
Kindergarten	36,000	42,000	In Compliance
Grades 1 - 3	50,400	50,520	In Compliance
Grades 4 - 6	54,000	54,080	In Compliance
Grades 7 - 8	54,000	55,840	In Compliance

ATTENDANCE

Students who attend school on a regular basis and are on time are more likely to be academically successful. Therefore, the staff at Smith monitors student attendance daily and offers assistance when necessary. Attendance and punctuality are emphasized so that the continuity of the educational program can be maintained. Students with habitual attendance problems are referred to the School Attendance Review Board (SARB) for assistance.

State funding is provided to school districts based upon attendance rates. Calculated on an annual basis, the Huntington Beach City School District maintains a more than 99% average daily attendance rate. District-wide, less than one percent fail to meet the minimum day requirements for attendance due to unexcused absences.

The district's dropout rate (zero in 1996-97; zero in 1997-98; and one in 1998-99) is very low.

MINIMUM DAYS

All students are provided a minimum of 180 instructional days each year. Whenever students are given an early dismissal, shortened instructional minutes are made up during the course of regular school days.

AVERAGE SALARY COMPARISON

State law requires that comparative salary and budget information, contained in public documents, be reflected in each school report. The following daily rates are compiled on a basis of 183 workdays per year for teachers; 200 workdays per year for principals; and 222 workdays per year for superintendents.

SALARY CATEGORY 1997-98	HBCSD Average		Comparison State Average		Comparison State Range
	Annual	Daily	Annual	Daily	Annual
TEACHERS					
Beginning	\$27,882	\$152	\$30,090	\$164	\$21,257-34,370
Mid-range	47,709	260	49,245	269	42,505-58,672
Highest	64,014	349	58,539	319	51,565-65,773
PRINCIPALS					
(Average)	79,457	397	75,503	354	61,626-88,555
SUPERINTENDENT					
	105,251	426	106,170	466	86,361-132,888
BUDGET PERCENTAGES 1997-98					
TEACHERS		50.9%		45.58%	
ADMINISTRATORS		5.0%		5.54%	

BOARD OF TRUSTEES

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